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ABSTRACT

Written as a guide for conducting a successful second institute, this manual included the objectives which should be transmitted to the teachers of the second institute and suggested methods for planning and conducting the institute and in-service training centers. In order to familiarize teachers with the Southwestern Cooperative Educational Laboratory's (SWCEL) Integrated Plan (a program in language development for 5- to 7-year-old children from different cultures), a 2-week, first generation institute for a team of selected teachers from cooperating school districts was planned. Upon returning to their home school districts, these teams were to undertake the planning, administration, and instruction of a 1-week, second generation institute for 20 teachers to convey to the teachers the objectives and techniques of the SWCEL Plan. Instructional materials presented in the first institute were to be adapted to fit the needs of the local district. According to this plan, at the end of the second institute, 24 teachers would be able to use the specialized instructional materials, new teaching techniques, and cultural sensitivity training in the classroom. A series of bimonthly in-service training and reaction centers in the local district were to be conducted by these 24 teachers. Interaction, reaction, review, and criticism of the Integrated Plan for evaluation and revision purposes were to be provided by the teachers. (NQ)

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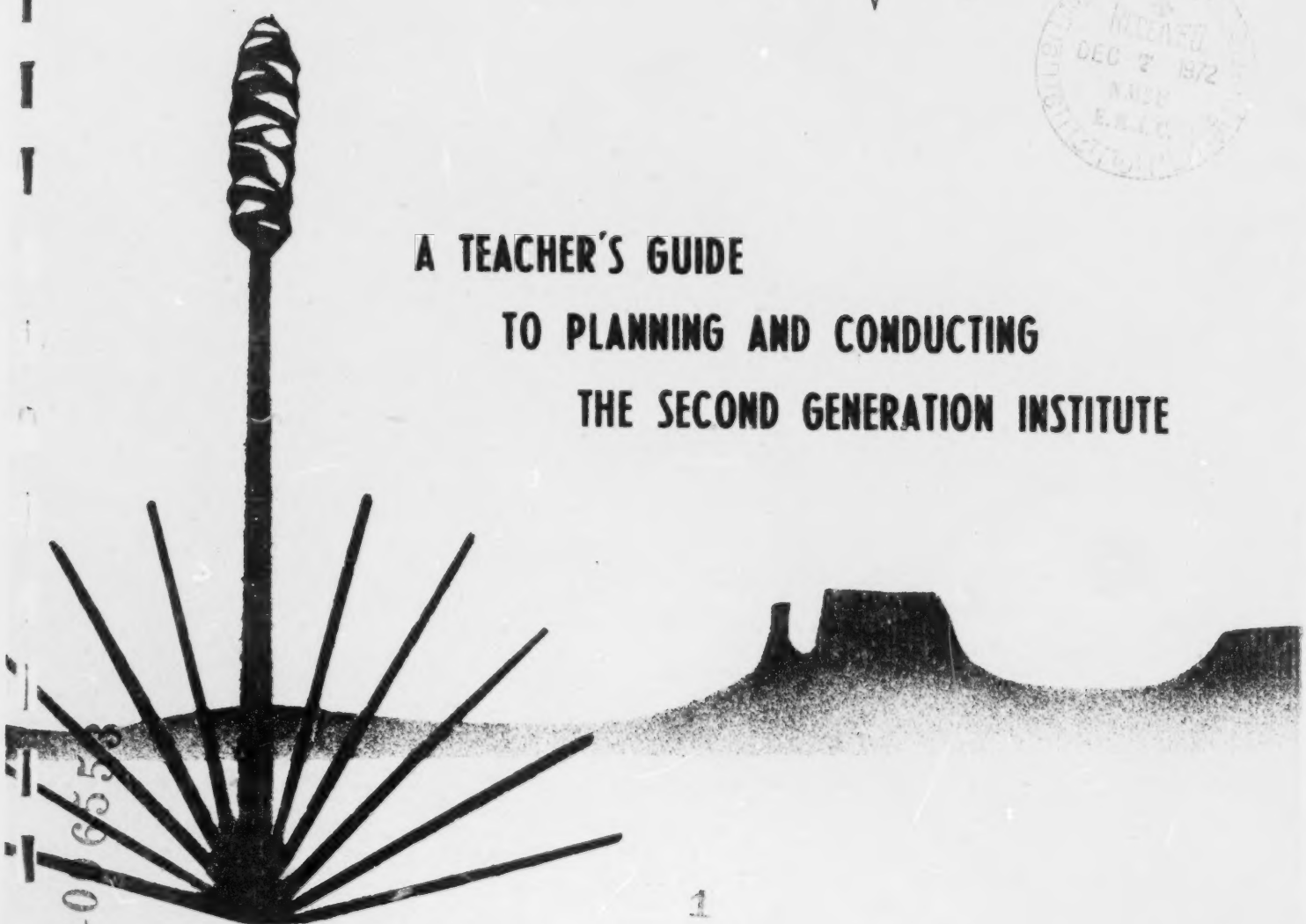

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INTRODUCTION

As a "master" teacher from a cooperating school district, you have been selected to participate in a two-week first generation Institute designed to familiarize you with SWCEL's Integrated Plan, a program in language development for culturally diverse children ages five to seven.

As a member of a master team, your major role upon returning to your home school district is twofold. First, you as a member of a master team must undertake the planning, administration and instruction of 20 selected teachers in a one-week second generation Institute. Each of you, working as a member of a team, will act as an instructor in your area of specialization. As an instructor, you will adapt the instructional materials presented in the first Institute to fit the needs of your local district, for presentation to your 20 colleagues. You must work closely with your team and local school administration, using the materials and methods presented at the first Institute to convey to the 20 instructees the objectives and techniques of the SWCEL Plan. Upon completion of the second generation Institute a total of 24 teachers, (20 instructees plus you and your team colleagues) will be skilled in the use of the specialized instructional materials, new teaching techniques and cultural sensitivity training for use in the classroom.

Second, under the direction of the local district, you will assist in planning and will play a leading role in a series of bimonthly in-service training and reaction centers. All 24 teachers will provide interaction, reaction, review and criticism of the Integrated Plan for purposes of evaluation and revision. Initially, SWCEL program experts will conduct the centers. You as a master team member will be expected to assume a principal

role in provoking and stimulating meaningful discussions.

As master teachers and members of the first generation Institute, you have been chosen for participation because of your teaching abilities and understanding of the problems facing your students. The cooperation and enthusiasm of each individual master teacher will greatly influence the degree of success achieved by this program, since it is you who must effectively communicate the substance of the program to the instructee teachers in the local school districts.

This manual has been written to guide you in effectuating a successful second generation Institute. Included are the objectives which you should be able to transmit to the teachers attending the second Institute, as well as suggested methods for planning and conducting the second Institute and in-service training centers. The second Institute, while duplicating much of the material presented in the first generation Institute, should be personalized and adapted to the needs and problems peculiar to the individual school districts. Flexibility on your part and the adjustment of these procedures to the problems of your colleagues and pupils is most important.

CHAPTER I

OBJECTIVES AND PURPOSE

Studies such as the Coleman report indicate the existence of communication problems in many groups of culturally diverse children. This communication barrier evidences itself in an inadequate command of oral English, which has an adverse effect on a child's school performance. These studies have indicated a definite need for programs to correct this deficiency. To this end, the SWCEL staff has focussed its research efforts on understanding the communications problems of children whose basic language structure, stemming from their cultural backgrounds, differs significantly from "standard American English;" this constitutes an extreme learning handicap in English language arts. The result of this research program is the Oral Language Program, coupled with other strategically-designed materials which have been developed to assist culturally diverse students to overcome the barriers posed by language differentials. The materials which you will be using have been tested and revised several times; they are now ready for a full-scale field test.

To carry out the full-scale field test planned for the coming school year requires a large number of sensitive and experienced teachers skilled in the use of the program materials. The orientation of the Program requires that these teachers come from school districts whose demographic profiles reveal a substantial proportion of culturally diverse children who do not use English as a standard language. Thus, the Laboratory and local school district have asked you to attend the first Institute to acquire the necessary skills to administer this program and to undertake the training of 20

additional teachers in your home district through a second Institute. Your major purpose in the second generation Institute will be the training of these additional teachers in the use of the SWCEL Integrated Plan.

Upon completion of the two-week Institute I, each team will return to its local district and during the month of August conduct a second Institute for 20 colleagues teaching on the same grade level. The 24 teachers in each district will be equipped to utilize effectively the Oral Language Program and classroom management techniques in their classes. The second Institute will incorporate selected materials from the first Institute. These, when adapted to the experience and needs of the individual districts by the master team, should yield an effective program reaching a large number of pupils.

The SWCEL Integrated Plan has as one of its principal components the designing of strategic materials that will improve the teaching of language skills to preschool and primary children from cultural backgrounds different from that of the so-called middle majority. With teachers using the material garnered from the Integrated Plan, especially the OLP, the SWCEL staff will be able to evaluate effectively various elements of the Plan. Through pretesting and post-testing the classes using the new language arts program and those utilizing the traditional programs, it will be possible to evaluate the effectiveness of the SWCEL program. The in-service training meetings and reaction sessions will serve as a guide for SWCEL staff and Department of Education consultants in identifying and solving problems which the participating teachers encounter in administering OLP and cultural sensitivity materials. As a large-scale field test, the use of this program will help the children involved to overcome language barriers more

easily and will assist the SWCEL staff to make any final revisions and changes necessary for a successful prototype package.

As the leaders of the second Institute, each team is responsible for transmitting the SWCEL Integrated Plan to the second generation teachers. To support the master teams in this effort, detailed manuals in pertinent subject areas have been compiled by SWCEL staff specialists. Additional support will be provided in the form of subject matter outlines and bibliographies of reading material, as well as the slides, films and video tapes utilized in the first Institute.

The first generation Institute covers in detail large amounts of material pertinent to successful teaching of children experiencing difficulties in speaking the standard English used by the so-called middle majority. As teachers experienced in coping with the language problems of specific ethnic groups, it is expected that, with SWCEL assistance, each team will "pick and choose" the material most appropriate to its local district for use in the second generation Institute.

Although many of the concepts presented in the first Institute may be familiar and may be currently used in classroom teaching, it is important for reinforcement purposes that these concepts be formally presented in the second Institute. All participating teachers will be asked to use the Oral Language Program as an entity and to employ some form of a classroom management system for experimental purposes.

The most important element of the Integrated Plan is the Oral Language Program. It is essential, therefore, that each team understand fully the rationale underlying this program, and that they be able to communicate its

knowledge to the instructees. Inherent in this transmission is the methodology to be utilized in effective teaching of the child, with the incorporation of any modifications deemed suitable for the cultural background of the target population. Although the emphasis that each school district may place on the value of OLP may vary according to area, each team should stress its importance during the second Institute.

Most individual teachers have evolved a system of classroom management which they consider to be successful. In the pursuit of an effective and culturally-relevant teaching strategy, the SWCEL staff has developed a formal system of classroom management which it feels can be used successfully in most classrooms to improve the learning style of the pupils. Effective teaching of the use of this system will involve, first of all, convincing the instructees of the value of a classroom management system, and second, an adequate description of the system to be used, citing various examples of how the system works. A discussion of the rationale for outlining instructional goals in terms of behavioral objectives, followed by an explanation of the systematic approach for developing behavioral objectives that apply to the instruction in the home school district, will aid in the instructees' understanding of the system.

Although most teachers are cognizant of the problems facing their students, those teachers teaching culturally diverse children may not realize the full implications of cultural or socioeconomic backgrounds as influences upon a child's behavior. Many of today's teachers are reared in a so-called middle class environment, and while they recognize the problems facing their students, they have difficulty understanding or identifying with the cultural influences affecting these children. Those teachers having the same

cultural backgrounds as their students may face other problems having to do with culture. They may identify completely with their cultural sub-group and unconsciously wish to perpetuate in its entirety the characteristic cultural behavior. Other teachers may have rejected completely their native culture and may attempt unconsciously to mold their students in their own pattern. As behavioral examples the foregoing represent two extremes, but they serve to indicate that such reactions may exist. It is important, therefore, that each teacher and team recognize problems inherent in the cultural backgrounds of the children.

In some measure, the second Institute should be concerned with the problems of eliciting speech from shy children; the teacher responsible for this session should be able to demonstrate and explain the steps necessary to elicit speech from the shy child. Academic and school performances should be related both to home variables and to the use of attention-maintaining strategies in the classroom. In all cases discussion should be centered around the educational needs of the district's pupils in terms of the Laboratory's programs.

Although the reading portion of the Institutes is an important longer-range consideration in the Integrated Plan, emphasis should be directed toward convincing the instructees that a formal reading program should be delayed until a solid foundation in oral English has been achieved. Again, the teaching team is aware of the special needs of its district and should attempt to stimulate the classroom teacher's awareness of this fact. No precise time schedule for reading readiness can be projected, because individual classes will display a wide range of individual differences, and their progress will be affected by language development and cultural backgrounds.

A group of children having command of some form of spoken English may progress much faster than children whc have had little or no contact with the spoken English language.

CHAPTER II

PLANNING FOR INSTITUTE II

Although each team is responsible for planning, arranging and supervising the second Institute, the local school districts, SWCEL, and the State Departments of Education have agreed to furnish support in the form of physical facilities, instructional materials, personnel and other required aids. Each school district has signed an Integrated Plan Agreement of Participation which specifies the responsibilities of all involved organizations. The following paragraphs summarize the roles each organization has contracted to play under the provisions of the Integrated Plan Agreement.

The local school district has participated in the selection of the four master teachers, as well as the 20 teachers scheduled to attend the second Institute as students. Each district has agreed that, under its administrative control, the four master teachers, as a team, will conduct the second Institute and the in-service training sessions. The physical facilities and custodial services for the second Institute and the in-service training centers will be provided by the district. In addition, the district will be responsible for administrative arrangements, supplying some audiovisual equipment and briefings for locally-based activities such as field trips to homes (if scheduled), and will arrange for the location and selection of children from the target population for the Oral Language Program training during the second Institute.

The districts have agreed to permit the Laboratory to select an appropriate number of control classes to satisfy the research design. During the school year each district and its participating teachers will allow observation

and interviewing by SWCEL program staff and other appropriate persons. A contact person in each local school district has been named to serve as coordinator with SWCEL and the master team. It is this contact, or a designated substitute, which the master team should approach in coordinating its plans for the second Institute.

The Southwestern Cooperative Educational Laboratory will provide the teaching materials necessary effectively to conduct the second Institute, as well as the necessary Integrated Plan instructional materials to be used in the classroom for the coming school year. The teaching materials will include a series of manuals to be used as basic textbooks, some outlines of the subject material to facilitate lesson planning, and support media in the form of films, slides and video-tapes utilized in the first Institute. To lend assistance, at least two program specialists and a media specialist from SWCEL will be on hand for each local Institute II. In addition, SWCEL staff members periodically will visit the demonstration classrooms and will assist in conducting the bimonthly training centers. These visits will be made for the purpose of evaluating the progress of the program, and to assist participating teachers in solving problems which may arise.

The State Departments of Education supporting the program will participate actively in the program through the use of educational consultants, some of whom will attend Institute I as students and Institute II as consultants to the master teams. These consultants also will share with SWCEL the responsibility of conducting the bimonthly sin-service training programs.

The basic role of each individual team is to supervise the training of 20 instructee teachers in the methodology and use of the Oral Language Program and other teaching strategies presented at the first Institute. On

the surface this assignment does not seem particularly complex, since a great deal of ancillary support will be available and because each team member is by profession a teacher. It must be realized, however, that before the actual teaching sessions commence much behind-the-scenes activity and planning must take place.

To facilitate the planning of the second Institute, the SWCEL staff has attempted to anticipate a number of administrative details which must be dealt with prior to and during the Institute. Insofar as possible these tasks have been outlined in Appendix A in the form of planning checklists, schedules and charts. In the interest of efficiency, it is recommended that the Appendix be utilized as a master plan workbook with all the pertinent information located in a single source.

The following discussion concerning administrative details necessary to assure a smoothly-running Institute constitutes a formal recommendation for a strategy to be used in planning. Such strategy is not proposed as being comprehensive. It is recognized that local conditions will dictate many of the necessary responsibilities. The basic checklist and schedules should be modified and adapted to local desires. It is essential, however, that all administrative details be set forth specifically in some concrete planning strategy.

During Institute I planning for the second Institute should be formally initiated. Prior to the formally scheduled planning and strategy sessions scheduled for the first Institute each team of four teachers should schedule an informal session to discuss the fundamental philosophy which will underlie the planning of their program efforts. During this session there should be frank discussion of individual views as to whether a team teaching approach,

an individual assignment approach, or some other approach should be adopted to deal with the planning and teaching of Institute II.

It is strongly recommended that for planning purposes each team select a leader or spokesman who will act as the overall coordinator of the program. Further, it is suggested that all responsibilities and tasks be divided in some amicable manner and that a specific individual assume the responsibility for seeing that they are completed. The person responsible for each task should be noted on the checklist.

It is obvious that, during the first Institute, the information available in working with the checklist will be incomplete, and that to complete the planning and implementation of the second Institute a great deal of coordination and support will be required of local district offices. In many instances the ultimate responsibility for completion of the task will rest with the local district. For example, the children required for OLP practice will have to be procured through the district office. The team member responsible in that area will simply contact the district office to discuss specific requirements, the district office will complete the physical task of arranging for the children, and the team member will doublecheck several days before the second Institute to make sure that arrangements are complete. A second area involving necessary cooperation is the planning of the in-service training centers. Nominally, the teachers are responsible for their planning, but the district office will decide on the scope and the subject areas to be covered. Additionally, the district office will make arrangements for the State Department of Education's consultants or district office specialists to conduct the meetings in fact. The employment of an approach in which individual duties specifically are designated should minimize duplication of

effort and maximize efficiency. Each team member is expected to assume an equal share of the workload, with the chairman assuming the additional responsibilities of assuring the smooth planning and operation of the second Institute.

Before deciding formally on the method to be used in conducting the classes of the second Institute, the target population should be considered. In general, the population is composed of pre-primary and primary school children with diverse cultural backgrounds and an inability to speak English as a standard language or dialect. Each local district's target population will be somewhat different in its cultural background and socioeconomic status. Thus each team should be able to narrowly define the target population in terms of their needs and problems. In this way, it will be possible for each team to decide on the subject orientation necessary for the second Institute.

Once a decision has been reached concerning the basic orientation to be used, the team should consider which method or combination of methods should be utilized in teaching the second Institute. Since each teacher presumably is a specialist in a particular subject area, it might be advantageous for each individual to assume responsibility for her own area, with the entire team sharing overall teaching responsibilities for the Oral Language Program. Each specialist will be responsible for defining the extent of the local district's needs in relation to the material presented in a specific area at the first Institute. During the first Institute, each specialist should consider the relevance of the material presented in her subject area as well as its method of presentation for adaptation to the second Institute. By the end of the first Institute, the team should have compiled a schedule detailing the amount of time allotted to each subject area.

Before leaving the first Institute, each team should reach agreement as to the amount of time to be spent on each subject area and the type of material relevant in each area. Two time schedules are located in Appendix A. One schedule is a dummy schedule based on the first Institute and assumes that the local district will wish to pursue a format similar to that used at the first Institute. That schedule does not place particular emphasis on any single subject area. The times spent in each subject area have been adapted to a one-week Institute, with special emphasis being given to the teaching of the Oral Language Program. It is felt that the OLP constitutes the most important element of the Integrated Plan, and because of its nature a great deal of time must be spent in teaching its mechanics. When the team has finalized the schedule for Institute II, the blank time schedule in Appendix A should be used to fill in such details as name of instructor, title of lecture, and type of instruction to be utilized. Suggested methods for teaching the various subjects will be discussed in a later section of this manual.

Upon returning to its home district each team should meet with the individual (the contact) from the local school district who has been designated to assist in arranging the details for the second Institute. Although the master team will be presenting the second Institute, each local district will be retaining administrative control, and all arrangements and plans should be cleared through the district office. At this time arrangements should be made for procuring children for OLP practice, for the physical housing of the Institute, and for procurement of a list of instructees attending the second Institute.

When discussing housing arrangements with the liaison in district office, the team should specify ideal housing arrangements. The

second Institute should be housed in a school which is easily accessible to all participating teachers and to the children who will attend the OLP practice sessions. The school should have one room large enough to seat all the adult participants. The lecture room should have a large blackboard and electrical outlets for audiovisual equipment. In addition, arrangements should be made to procure sufficient furniture to seat all adults and children comfortably, as well as tables, lecterns, or other necessary equipment. This may necessitate borrowing lecture chairs for the adults or children, depending on the equipment available at the school. For OLP practice, four smaller rooms will be required. If possible, these rooms should be equipped with observation windows or screens, so that observers may watch without disrupting the class. If no such equipment is available, observers should be seated in the rear of the classroom. An inspection of the facilities should be made to insure their adequacy.

All of the participating school districts have agreed to supply children for OLP practice in the second Institute. In talking with the contact, it is important to specify that 25 children in the five to six age bracket are needed. These children should typify the ethnic background of the school district, should have little or no formal education, possess average intelligence and exhibit minimal proficiency in standardized oral English. If transportation for the children is necessary, arrangements should be made to procure an insured school bus. Under no circumstances should the master team attempt to make private arrangements.

If the site of Institute II is near a busy intersection or street, a school safety officer may be required to direct traffic. During periods when the children are not required for OLP practice they should be kept in

a playroom or waiting room with a qualified babysitter or a teacher in attendance.

Other self-explanatory planning details, such as the procurement of any necessary refreshments, custodial service to open the building, etc., are listed in the Planning Checklist in Appendix A. All arrangements and details should be doublechecked prior to the Institute, since summer vacation schedules easily could disrupt the regular chain of communication.

CHAPTER III

CONDUCTING INSTITUTE II

Conducting the second Institute will be a demanding job for each team since material covered in a two week institute must be transmitted in one week. Success in this endeavor will require the absorption and comprehension of all relevant material presented in Institute I and the ability to present this material in an interesting and effective manner. The educators conducting the first Institute utilized a variety of presentation techniques. Each master team is encouraged to adapt these techniques to the second Institute. The resources of the program staff and Media Lab will be available to each team, Appendix B comprises a descriptive list of all media and written materials available for teaching. A copy of all written materials and manuals will be available for each instructee. The slide presentations, video tapes, films, etc. are the property of SWCEL and will be available only during the second Institute. The one exception is an introductory OLP record which has been recorded in Navajo and Spanish. Each teacher will be given a copy for classroom use.

Each master teacher will have a copy of all instructional materials and manuals from the first Institute. The material for the instructees will be delivered to each local district office at least one week prior to the second Institute. Each team will arrange to deliver these kits to the participants so they may study the material prior to classes.

When packaging the instructional materials for the instructees, each master team should include a class schedule and a memo stressing

the importance of home study. Through participation in the first Institute, you are cognizant of the amount of new and technical material which must be acquired in a short period of time, and are familiar with the available materials. It is suggested that--based on your knowledge of the materials--the memo accompanying the instructional kits contain a list of required home reading appropriate to the second Institute classes. Due to the large number of people involved in the second Institute, it will be impossible to give each participant all the books presented to the master teams. Second Institute participants will have access to all materials, it is recommended that the master team set up a core library at the second Institute with each master team member lending personal copies to the library for the duration of the second Institute. A master team member could readily assume the role of librarian and set up a simple system to designate the borrower.

Although the four master teachers in each district will constitute the primary staff for the second Institute, SWCEL program staff members and state department of education consultants will attend as advisors and observers. Staff members will be skilled in the use of both the OLP and the socio-cultural materials and will assist with any problems. A technician will accompany the audio-visual equipment and all media. A team member should assume responsibility for preparing a schedule to guide the technician in setting up the equipment and showing the presentations at the scheduled time. This team member should meet with the technician each day to coordinate and verify arrangements.

To assist the master teams achieve an effective presentation of material the following discussion will be centered on the dummy second

Institute schedule. As a planning device, we have attempted to present thumbnail sketches of the materials available in each subject area and suggested methods of presentation. Whether a team chooses to use all, some, or none of these suggestions will depend on the individual preferences and judgment as to the relevance of the material. Each team should attempt to utilize all available resources in preparing lesson plans for the second Institute.

The timing of classes in the first Institute and the tentative schedule for the second Institute follows a logical sequence which should be adhered to, if possible, in conducting the second Institute.

The SWCEL testing staff has requested at least two hours of the second Institute's time to carry on the testing program of the first Institute. The tests, based on content and attitudes, will be administered at the beginning and end of the second Institute by a SWCEL staff member.

The first session of the second Institute should be an introductory session to introduce all participants, staff members, district officials and the master team. The team member responsible for coordinating this session should keep in mind the possibility that a local district official might wish to introduce a few welcoming remarks to the assembly. A block of time should be allowed for such a contingency. The first session should include an introduction to SWCEL and SWCEL's Integrated Plan. From a public relations viewpoint, it is important that each participant understand the rationale and objectives underlying the program. The 30 minute slide presentation entitled the "SWCEL Story" would be an excellent vehicle to accomplish this objective.

The most important segment of the SWCEL Integrated Plan is the Oral Language Program. Due to the time limitations imposed on the second Institute, the amount of time the teachers spend learning and practice teaching OLP must be reduced from 30 to approximately 16 hours. Much of this period is devoted to instructing the teachers by micro-teaching in the effective presentation of OLP lessons to children.

An OLP training program structured around micro-teaching with children is a fairly complex operation and necessitates careful planning and scheduling to ensure a smoothly running operation. Prior to the second Institute, a schedule of room assignments should be prepared and mimeographed for all participants. The schedule can be achieved by dividing all participants into four equal groups. Each group will be headed by a master teacher acting as a supervisor for five instructees. The instructees will practice teaching the OLP lessons to the six children assigned to their group. When compiling the schedule of the four rooms and their occupants, the master team should include the assignment of OLP lessons and teaching times for each instructee. If these schedules are distributed at the opening session each instructee will know her assignment and will be able to complete the necessary preparations at home. The checklist in Appendix A contains a format recommended for scheduling assignments. Substitute teachers should be assigned for each lesson in case an instructee is unable to attend her scheduled lesson.

In coordinating arrangements for the 25 children to attend the OLP practice sessions, the team should attempt to ensure the children's presence from 8:30 to 11:30 each morning of the Institute. Although the

first morning will not involve OLP practice, the children should be available to acquaint themselves with the surroundings and teachers.

To familiarize the instructees with the OLP and micro-teaching technique, it is essential that the initial session concentrate on the rationale and mechanics of teaching OLP. The film "Starting English Early" will help demonstrate the rationale on which the Oral Language Program is based. This should be followed by a detailed discussion of OLP and how it works. This session should incorporate a viewing of the video tape demonstrating pre-lessons teaching. Since the instructees have presumably read the OLP manuals and skimmed through the lesson books, they should be fairly well acquainted with the objectives of OLP.

In addition to the films and OLP discussions, the first morning's session should cover two additional objectives. First, instructees and supervisors should become acquainted with each other and the children they will be teaching in the OLP practice session. This can be accomplished by scheduling a half hour during which the children and teachers can be in their assigned rooms.

Secondly, the technique of micro-teaching should be explained to the instructees. This discussion should thoroughly explain that micro-teaching is a scaled down teaching experience using smaller classes, shorter lessons and shorter time periods. In this way, a teacher can concentrate on specific aspects of her teaching behavior. Observers will be present to learn from these teaching experiences and to assist the teacher in evaluating her own performance.

It should be explained that each instructee will teach an OLP lesson to three of the six children assigned to that particular room. The master

teacher and other instructees will observe from the rear of the classroom. When the instructee has completed the lesson, the children will return to the playroom and the instructees, OLP teacher and supervisor will review the instructee's performance. Following the evaluation, the same teacher will reteach the same lesson to the remaining three children who have not had that particular lesson. This lesson will be followed by an evaluation of the teacher's performance. The evaluation procedure will follow the guidelines on the evaluation form used during the first Institute. The master teachers will be familiar with these evaluation forms and will be responsible for explaining their use to the instructees.

In discussing the teach-evaluation-reteach-evaluation cycle, the supervisor should anticipate and attempt to allay anxiety and stress from the instructees. Micro-teaching with an audience may tend to make the instructee self-conscious, especially in attempting to teach with unfamiliar material involving new techniques. The teacher must lose all inhibitions to successfully teach OLP lessons. The supervisors should make instructees feel at ease during OLP practice and evaluations. The supervisor should try to avoid embarassing any of the instructees. If the supervisor thinks a special problem exists, a private conference could be arranged. At least one staff SWCEL specialist and possibly one or more consultants from the state departments of education will be present to assist and advise on any problems which might arise in connection with OLP.

To help the instructees teach the OLP lessons, time should be scheduled for practice teaching with the teachers as subjects. At

least one period should be devoted to practice before the children are taught. Further practice with teachers can be scheduled during periods when the children are not present.

On the second morning, teaching with children should begin with all four groups following the same patterns. Each cycle will involve one instructee teaching for approximately 15 minutes followed by a 20-minute conference involving the remaining instructees, the master teacher and the OLP teacher. This process will then be repeated with the same teacher reteaching the same lesson to a different group of children and will be followed by a somewhat shorter conference. With five instructees in a group, this cycle must be repeated five times with each instructee teaching a new lesson. The teaching portion of each cycle will consume approximately 30 minutes (two 15-minute presentations) while the total time in conference will be about 40 minutes (two 20-minute conferences). With each instructee using an hour and ten minutes, it will be possible to have two instructees teach each day. The remainder of each morning should be devoted to further discussion of OLP and practice teaching of lessons with the teachers.

Two and one-half mornings will be consumed with five instructees teaching an entire cycle. With the remaining time, it will be possible to have each instructee teach an additional lesson followed by a conference. Time will not permit the reteach portion of the cycle. But by the end of the second Institute each instructee should have had the opportunity to teach two lessons and reteach one lesson. Each child will have been taught 10 OLP lessons, and each teacher will have been exposed to that many lessons.

Because of the time limitations and the cost, video-taping cannot be used as an adjunct to micro-teaching at the second Institute. However, the possibility exists that SWCEL will video-tape one or two micro-teaching sessions for documentation purposes.

A detailed Time Schedule showing how the OLP Micro-teaching Sessions can be programmed, is given at the end of this chapter.

Generally speaking, afternoons of the second Institute should be devoted to the socio-cultural aspects of the SWCEL Integrated Plan. First on the agenda should be a two-hour session on Ethno-Pedagogy. Dr. Henry G. Burger, SWCEL anthropologist who presented this material in the first Institute, strongly suggests that the same format and materials be utilized for the second Institute. In addition to the Ethno-Pedagogy manual, several slide presentations and one film are available for instruction on this topic.

The following outline details the general themes to be pursued during the two hour period.

Duration	Theme	Equipment
15 min.	Discussion of scope of this segment	none
25 min.	Discussion of cultural statics	slide projector
25 min.	Film, "Family life of the Navajos"	film and projector
10 min.	Discussion of cultural dynamics	slide projector
20 min.	Film by Walter Kronkite, " So that men are free" (about anthro. change in vicos)	film
25 min.	Discussion of directing Educational change	slides
	End	

The above is a suggested method of dealing with Ethno-Pedagogy. Portions of this presentation may not be relevant to the ethnic or cultural background of a particular district. For example, the film "Family Life of the Navajos" will serve as an excellent aid for the team teaching in a Navajo district. Although the film may not be relevant for another team, it may be used as an example of a diverse Southwestern culture. A presentation could serve as a framework for initiating a discussion of the family life and backgrounds of your pupils. Again, it is a team's function to decide which materials should be presented in the second Institute.

The hour devoted to Home Variables has been scheduled to follow Ethno-Pedagogy on the opening day of the second Institute. Using the manual, You The Stranger, the responsible team member might choose to use either a straight discussion or a lecture and discussion format. Incorporating the background and experience acquired in teaching in your particular district, some of the following questions might be considered in an objective appraisal of the home environments of your students.

1. What are the relevant characteristics of the various ethnic groups in your school system?

    a. Are the children from intact separate cultures, the culture would be characterized by a distinct language, customs, etc.?

    b. What are the socio-economic classes characteristic of these children: what are the relevant socio-economic attributes which influence how these children learn in school?

2. What is the home environment of these children, i.e., family size, living space, type of neighborhood and etc.?

3. Who are the community contact people who can assist with communications between school personnel and student families?

4. What agencies are available which will help in solving problems between the schools and communities?

5. What procedures and practices exist in the school system for engaging in parent-teacher contacts and home visitations?

6. What should the teachers know to conduct an interview with the parents either at home or in school?

7. What should the parents know about how schools operate that might facilitate their visiting the school?

8. What suggestions could be made which might help improve the home environment for pre-school learning, e.g., what media facilities are present in the home which might help the children learn English faster?

9. Can parents be assisted in planning a schedule which allows for the home teaching of the child?

10. What resources are available in the community to aid the learning process? For example, would it be possible to establish home tutoring programs with college students as volunteers.

A three-hour session dealing with cultural sensitivity tentatively has been scheduled for the second afternoon of Institute II. In addition to the manual on cultural sensitivity, at least one film is available as an instructional aid. It is suggested that this three-hour segment of the second Institute be devoted to a discussion using as a reference point the film, "Four Families--Part I."

The team specialist responsible for cultural sensitivity should prepare a list of topics to be discussed with respect to the cultural background of her district. To stimulate a discussion on these topics, questions should be designed based on observation of the films. Once the desired responses to these questions have been elicited, the discussion leader should direct conversation to the specific practices or habits of the culture under consideration.

The following questions may be utilized to direct a discussion on cultural sensitivity:

1. What did you observe in the film that you would consider different from your own experience?
2. Specifically, what child rearing practices did you observe?
3. What assumptions about human nature do people make which influence how children are handled?
4. What significance is there in the following:
   a. the sex of the child?
   b. the birth order of children in a family?
   c. the age of the child?
5. What might a given set of child rearing practices have to do with socializing a child toward adult roles? What are the model personality types (heroes and heroines) in a particular culture which are used as models by parents in raising their children?
6. What patterns of child rearing and training that you observed in the film would influence the kinds of teaching methods and goals in the educational systems? For example, is the differential treatment of male and female children at home relevant to what the practice would be at school?

To teach the instructees in the development of behavioral objectives, the master team will have a media support package available in addition to the manual and other ancillary materials. In the second Institute, the master teacher should be able to train the instructees in the general method of writing behavioral objectives so that--regardless of curriculum content which will differ in the various districts--the teachers will be able to generalize this skill. Secondly, the instructees should be able to discriminate between measurable behavioral objectives and vague educational goals. Third, the instructees should be able to taxonimize different aspects of classroom behavior into relevant learning domains. Once the domains are identified, the teachers should be able to specify behaviors and relate them to curriculum content areas. Fourth, the instructee should be able to understand that her ability to write behavioral objectives is required in developing a classroom management program or reinforcement schedule that can be used to enhance the amount and quality of classroom learning.

In striving to accomplish these goals, the master teacher responsible for this topic should: utilize a lecture to transmit the basic methods of writing specific behavioral objectives, give the instructees ample opportunity to practice differentiating behavioral objectives from platitudes, and allot time so the instructees will learn to creatively develop specific behavioral objectives relevant to their own curriculum.

If the instructee is unable to develop sufficient competence in writing behavioral objectives during the time allowed, additional attention could be given this activity in the ongoing in-service training sessions.

Each teacher, as a participant in the large scale field test of the SWCEL Integrated Plan, will be asked to adopt a particular classroom management program. The various classroom management techniques have been developed to increase the amount and quality of learning that takes place in a classroom. Through experience, each individual teacher has evolved what she feels is a successful method of managing her classes. To satisfy the research design for SWCEL's classroom management program, some participating teachers will be asked to use a particular method of classroom management. The classrooms of teachers not utilizing a specified technique will be used as controls to satisfy the requirements of the research design.

With several classroom management techniques plus the control classrooms being utilized within each of the five districts, the SWCEL staff will be able to evaluate the efficiency of the various systems with children of different cultural backgrounds.

In designing a teaching strategy for the four hours devoted to classroom management, the responsible team member must understand and explain the research design for classroom management. The master teacher also must stress that the objective of classroom management is not to see who is the best teacher, but to discover which procedures for which areas of the curriculum are most valuable. Therefore, a good teacher will utilize the research procedures which she has been asked to follow.

It would be well to plan on one group session devoted to a lecture on the research design and the general concepts underlying classroom management systems. Another session might be devoted to the presentation of a media package available on this topic.

At the first Institute, the SWCEL program staff who developed the classroom management systems will discuss with each team the techniques to be used in each district as well as the number of teachers using each system. At the first Institute, each master team member will be trained in one specific classroom management technique. As a specialist in a specific system, each member should assume responsibility for transmitting the procedures in the system to the assigned number of instructees at the second Institute.

As the ability to read is an integral part of any pre-school or first year curriculum, the reading portion of the second Institute should encompass a minimum of three class periods scheduled toward the end of the week. The teaching materials in this subject area are copies of articles, bibliographies, and other handouts relevant to reading. There are no materials specially constructed for classroom use. Assuming that the instructees have read some of the materials, it is suggested that the instructor utilize a combination of lecture and discussions for conducting this block of classes.

The SWCEL program is predicated on the theory that a formal reading program should be delayed until a sound foundation in oral English generates specific characteristics which indicate a readiness to read. In terms of behavioral objectives, the instructees should demonstrate a willingness to postpone formal reading instruction until a later period of the first year of formal school. In addition, they should be able to identify and diagnose entry skills so a formal reading program can be inaugurated at the proper time.

The first reading sessions should be a lecture designed to convince the instructees that delaying a formal reading program ultimately will benefit her pupils. Various arguments supporting the delay of the program should be discussed in a seminar toward the end of the session.

Once the instructees have been convinced of the value of delaying a reading program, the instructor should concentrate on reading readiness characteristics. This should include a brief survey of the reading readiness checklist, and a discussion of informal entry skill tests. This session should include a discussion of learning characteristics and how they can be influenced by the activities and behavior of the teacher; how flexibility can be achieved in an informal reading instruction program; how to informally appraise the state of growth of a learner; and suggestions on how to teach for acquisition of reading skills.

The third and final reading session should be a critical discussion of current teaching materials available for language programs, and should seek to evaluate them in regard to their appropriateness and effective usage.

The closing session of the second Institute should include some discussion on the functions of the in-service training centers and classroom demonstration centers in the SWCEL Program. Chapter four of this manual briefly discusses the in-service training centers and classroom demonstration centers, and could be used as a basis for discussion.

In bidding farewell to the Institute participants, you should stress the importance of each individual's cooperation in utilizing the materials and urge their attendance at the in-service training sessions so the SWCEL program may be successfully implemented in your area.

Suggested Micro-Teaching Schedule for OLP Practice

Time	Tuesday	Wednesday	Thursday	Friday
8:30	Children arrive	Children arrive	Children arrive	Children arrive
8:40	Cycle I, 1st four teachers teach OLP lesson 1, other teachers and supervisors observe	Cycle III, 3rd four teachers teach OLP 3.	Cycle V, 5th four teachers teach OLP 5	4th four teachers teach OLP 9
8:55	Conference, 1st four teachers, supervisors and other teachers			
9:20	1st four teachers reteach OLP 1, other teachers and supervisors observe			5th four teachers teach OLP 10
9:35	Conference, 1st four teachers, their supervisors, and other teachers			
10:00	Cycle II, 2nd four teachers teach OLP 2, others observe	Cycle IV, 4th four teachers teach OLP 4	1st four teachers teach OLP 6	Lecture and Discussion
10:15	Conference, 2nd four teachers, supervisors and other teachers			
10:40	2nd four teachers reteach OLP 2, others observe		2nd four teachers teach OLP 7	
10:55	Conference, 2nd four teachers and supervisors and other four teachers			
11:20	Children leave for day		3rd four teachers teach OLP 8	
11:30	OLP discussion and lecture			
11:35			Conference, 3rd four teachers supervisors and other teachers	

CHAPTER IV

CONDUCTING DEMONSTRATION CENTERS

The SWCEL Integrated Plan anticipates that through the first and second generation Institutes improved materials and methods will be placed in the hands of 120 teachers who are sensitive to the psycho-social needs of special pupils. If this program is executed effectively it will result in greater achievement and satisfaction in beginning pupils. This field trial has been designed to test the effectiveness of the integrated program. Therefore it is essential that time be allotted during the second Institute to discuss the implications of the field study in relation to the classes, parents, educators and teaching colleagues. For dissemination and evaluation purposes, each classroom utilizing the SWCEL program materials will be designated a demonstration center. A total of 24 demonstration centers will be established in each local district. The pupils in these classes will be pre-tested and post-tested to evaluate the effectiveness of the materials. At the same time, arrangements will be made for an appropriate number of control classes in each local district. Methods normally employed in the school system will be employed to instruct these pupils. However, the control classrooms will undergo the same series of tests as the demonstration centers. A comparison of the test results of both groups will enable the SWCEL staff to evaluate the effectiveness of the new materials.

Further evaluation studies will be carried on through observation of the demonstration centers by SWCEL program specialists and State Department of Education consultants. With the permission of the local school district, appropriate personnel periodically will visit each demonstration center to

observe the utilization of program material under normal classroom conditions. Following classroom observation, specialists will interview each teacher to discuss her reactions to the Program material. At such interviews, it is expected that each teacher will express her frank opinion as to the various strengths and weaknesses of the materials and their effectiveness in her classroom. Past teaching experience in similar classrooms will serve as a yardstick to gauge the different reactions and progress experienced in the demonstration center. During these sessions the SWCEL staff will have an opportunity to discuss individual teaching problems which may arise in connection with the new materials.

An ongoing program for local district participants will be a bi-weekly in-service training and reaction meeting. The master team and the local contact man will be responsible for organizing and conducting these meetings. Each meeting will be attended by either a SWCEL program specialist or a State Department of Education consultant or both. They will act as a catalytic agent in stimulating and leading discussions.

As an interaction center, leaders will guide the discussions toward a free interchange of ideas, complaints, problems, helpful hints, constructive criticism and comments on various program elements. Cooperative seminars of this nature will engender stronger commitment to program goals, as many of the teachers will probably experience similar problems and similar frustrations with the program. Group problem-solving sessions will encompass a variety of views and will allow individual experimentation to find adequate solutions to problems. The SWCEL staff members expect to learn a great deal about the SWCEL materials and methods during these sessions. If some of the teachers feel that a particular

portion of the OLP is weak or ineffective, it can be revised. Improvements and constructive criticism will be welcomed gladly. It might be helpful for each teacher to maintain a notebook, so that specific problem areas can be explored at the in-service sessions.

Although the SWCEL staff has researched and prepared the materials and methodologies to be used in the demonstration centers, they do not have the opportunity actually to teach the materials. Therefore the staff will be eager to observe and evaluate the progress of the program. For documentation purposes, some of the in-service training sessions will be taped and participants asked to fill in various teacher comment sheets and other forms asking for evaluation of various program elements. Such evaluation tools will be used to satisfy the research design criteria; they will not be regarded as personal commentaries on any individual's teaching abilities.

The Integrated Plan promises to provide, at a relatively low cost, a more unified instructional package for the culturally different pupil just beginning formal school work. For this reason, the large scale field trial, with 120 demonstration centers, will be attracting the attention of educators, ethnic group leaders, and other interested persons throughout the southwest. Many of these educators and officials will request permission through the local school district, to visit a demonstration center. In all probability each classroom will be visited several times by interested persons. In most cases the district office, will advise the school principal and the teacher of the date and time they may expect a group of visitors.

It would be ideal if, when visitors are expected, the teacher could schedule an OLP or reading lesson to demonstrate a concrete aspect of the

program. When rescheduling her program to accommodate visitors, the teacher must use her own judgment in determining whether or not the best interests of the children are being served. If visiting becomes a frequent occurrence or causes serious disruptions in the class routine, the teacher might request through channels, that visitors wishing to observe OLP come at a specific time. In the event of important visitors, a rescheduling of time may be mandatory.

In the role of a Demonstration Center teacher, each individual will become involved to some extent in public relations. The teacher will be dealing with two distinct groups; the visiting "firemen" who are observing the classrooms and the parents of the children in the classroom. The former group will be asking for an objective appraisal of the program's effectiveness. This type of query can be handled by a discussion expressive of the teacher's honest opinion of the program, and by a general commentary on other participants opinions.

The most difficult questions to answer will be those of parents who have an intense interest in their own child's education. Teachers can anticipate such questions as, "Why isn't Johnny learning to read? The children in Mrs. Smith's class are!" (Mrs. Smith's class is non-participating.)

Unfortunately there are no pat answers to such questions. Each teacher will have to rely on her own insight and discretion to explain the rationale of the SWCEL program. Dissemination of information to parents can be achieved to some extent through a special program to be presented at a regular PTA meeting early in the school year. Such a program readily can be arranged through the school principal and the president of the PTA. A suggested format might include a short lecture on SWCEL and the Integrated Program.

Because the Oral Language Program exhibits the greatest divergence from conventional classroom techniquest, attention should be directed to the integration of its elements for the benefit of the children's learning. Parents shold be told whether or not their own child is participating. This can be accomplished by introducing the teachers participating in the program. A general question and answer session should follow the lecture, with several teachers designated to answer questions. The parents of participating children should be encouraged to visit the school and discuss any problem, or any aspect of the program which they do not understand.

In addition to teaching with SWCEL materials, it is essential that each participant be cognizant of the nature and objectives of the evaluation and dissemination portions of the Integrated Plan. A short discussion or lecture programmed toward the end of Institute II will effect such recognition on the part of the instructor.

So that each participant may be informed of the progress of the program in other areas, all participants will be placed on the mailing list for the SWCEL Compass, a newsletter for SWCEL staff and friends. Progress reports will be submitted to the Compass by the SWCEL program specialists visiting the various districts. The school administration, State Department of Education, and the SWCEL staff constantly will be evaluating the program in all areas. Through conference calls and written reports, visiting SWCEL staff members will be able to advise local districts of the progress and problems being encountered in other districts at the in-service training sessions.

APPENDIX A

CHECKLIST SUMMARY AND PLANNING CHECKLIST

When the master team has reviewed the planning checklist and delegated responsibility for those items relevant to their Institute, the checklist summary should be utilized. Each item on the planning checklist has been noted by number and description on the checklist summary. Each team should fill in the name of the individual responsible for each item that is relevant to their planning strategy on both checklists. As the information on the planning checklist is completed, the date should be noted on the checklist summary. In this way, any problem areas in planning will be readily apparent and action can be initiated in areas showing slow progress.

Checklist Summary

Item No.	Task	Person Responsible	Estimated Deadline	Information Received
	Pre-Planning			
1.	Institute II dates			
2.	Contact's address			
3.	Planning session			
4.	Schedule Institute II			
5.	Media list			
6.	SWCEL Program Staff			
7.	List Consultants			
8.	Stipend arrangements			
	Planning			
1.	Estimated attendance			
2.	List Instructee addresses			
3.	Second Institute site			
4.	Physical equipment			
5.	Building key			
6.	Building custodian			
7.	Procurement of children			
8.	Time children available			
9.	Transportation--children			
10.	Procure aide			
11.	Request for materials			
12.	Reminder--date and location Institute II			
13.	Refreshments			

Checklist Summary (continued)

Item No.	Task	Person Responsible	Estimated Deadline	Information Received
14.	Hospital--doctor			
15.	Schedule Institute II for participants			
16.	Instructional Acts			
17.	News release			
18.	Media time schedule			
19.	OLP Room assignments			
20.	Opening and closing sessions			
21.	Feedback materials			
22.	Administrators' feedback materials			
23.	Evaluation Plan			
24.	In-service training session			
25.	Mail completed checklist			

The Southwestern Cooperative Educational Laboratory, Inc.

A TEACHER'S GUIDE

FOR

PLANNING AND CONDUCTING

THE SECOND GENERATION INSTITUTE

APPENDIX A

A SUGGESTED PLANNING CHECKLIST

FOR INSTITUTE II

June 28, 1968

SUGGESTED
PLANNING CHECKLIST FOR INSTITUTE
Pre-Planning at SWCEL

1. The dates for Institute II are: _____

2. The contact person in the local district is: _____

   a. His business address and telephone is: _____

   _____

   b. His home address and telephone is: _____

   _____

3. Schedule informal team planning session during Institute I

   Date _____ Time _____ Place _____

   a. The team chairman is: _____

   b. The following team members will act as specialists in the following areas:

	Name and address	Specialty	School	Home Phone
1.	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____
4.	_____	_____	_____	_____
	_____	_____	_____	_____

4. It is suggested that the second Institute's time be apportioned in the following manner:

	Suggested Hours	Team decision of time apportionment
a. Welcome	1	
Ethno-pedagogy	2	
OLP practice with children	11	
OLP practice with teachers	5	
OLP lecture and discussion		
Reading	3	
Cultural awareness	3	
Classroom management	4	
Home variables -- home visits	1	
Behavioral objectives	2	
Farewell	½	
TOTAL	32½	

b. Fill in blank time schedule with name of instructor, titles of courses, methods of instruction, i.d., lecture, films, discussion, etc. SWCEL program specialists will be available for assistance.

Team member responsible_____

5. Prepare a list of the films, slide presentations, video tapes and other media which will be used during the second Institute. A technician from SWCEL will be present to operate the audiovisual equipment.

Titles of media to be used.

6. The SWCEL Telephone numbers are:

277-3311
277-3312
277-4032
277-4033
277-5221
277-5222

The SWCEL Program Specialists are:

Specialty	Name	Inter Comm
Program Director	Dr. Mavis Martin	49
SWCEL Contact	Dr. John Seaberg	29
Ethno-Pedagogy	Dr. Henry Burger	55
OLP	Dr. Robert Reeback	26
Reading	Dr. Mavis Martin	49
Cultural Awareness	Mr. Richard Thiel	25
Classroom Management	Mr. Richard Thiel	25
Home Variables	Mr. Richard Thiel	25
Behavior Objectives	Mr. Richard Thiel	25
Media Specialist	Mr. Guy Watson	52
Public Relations	Mr. Ronald Hamm	28
Planning Specialist	Mr. Graham Stewart	24

7. The following SWCEL program specialists, local district experts and State Department Consultants will be at the second Institute.

Names	Specialty	Dates
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Stipend arrangements should be finalized through_____.

   Team member responsible for coordinating_____.

PLANNING

With the aid of the contact in the local district, the following arrangements and details should be taken care of:

1. Estimate the number of adults expected to attend the institute; this will include local district officials, SWCEL Program Specialists, State Department of Education officials and the instructees.

   Number of adults expected_____.

   Team member responsible for coordination_____.

2. Procure a list of the names and addresses of instructee teachers.

   Team member responsible_____.

3. Ascertain site for the second Institute.

   Site address_____.

4. The person responsible for coordinating and checking the following,_____ _____, should make arrangements to borrow any furniture or equipment which is not in the building. He will double check the rooms to be used several days before the start of the second Institute to make sure that the furniture is on hand and properly arranged. Check site to insure that the following facilities are available:

   a. One large lecture room with

      1. _____Chairs with side arms or desks for adults. The number of chairs should be five more than the number of persons expected to attend.
      2. Teacher's desk
      3. Lectern and tables if required
      4. Blackboard chalk and pencils

5. Three electrical outlets and extension cords to reach the r r of the room. The outlets should be simultaneously tested to assure sufficient power.

b. Four small rooms for OLP practice. Each room should be equipped with:

1. Teacher's chair
2. Six children's chairs
3. A chalk board with chalk
4. Eight chairs for adult observers

c. Play room for children

1. Equipment for playroom

5. A team member should procure a key to the building so that physical arrangements can be checked. If the classroom or other facilities are locked as normal procedure, keys should be obtained.

Team member responsible_____.

6. The building custodian, name_____

address_____

should be available to assist with any necessary arrangements.

Team member responsible_____

7. Check to make sure that the local district is making arrangements for (approximately) 25 children from the target population to attend as subjects for OLP practice sessions. These children should have little or no prior schooling and their proficiency in standard oral English should be minimal. A simple test may be administered to check intelligence and desired proficiency in English.

Team member responsible for coordinating with District Administrator_____

_____

8. The OLP practice with children must be scheduled to coincide with the times when the children are available. The children will be at the school from_____to_____on these days_____

   Team member responsible_____

9. If transportation for the children is required, make arrangement for a school bus to deliver the children at_____ on

   _____

   days, and at _____ on the same days to take them home. If a safety officer is required to direct traffic, specific arrangements should be made as to time and place.

   Team member responsible for coordination_____

10. A qualified aide, teacher or playground aid should be procured through local contact man. The aide should be available whenever the children are in the building. The team member responsible should brief the aide on her duties and the Institute program. If the children are unfamiliar with a formal school routine and lack proficiency in standard English, the aide should be bilingual.

    Team member responsible for briefing and coordination_____.

11. If extra persons are expected to attend the entire Institute, a note should be sent to Dr. Seaberg at SWCEL requesting additional student materials.

    Team member responsible_____

12. Either a school district official or a member of the master team should send all participants a reminder as to the dates and location of the second Institute; a mimeographed map of directions might be included.

    Team member responsible_____

13. If coffee or juice breaks are planned for either children or adults, the necessary food and supplies should be ordered.

    Juice (amount)_____

    Coffee (amount)_____

    Food_____

    Cups and napkins_____

    Team member responsible for coordination_____

14. For use in case of an emergency, locate the address of a nearby hospital and the name and address of a nearby school doctor.

    Team member responsible_____

    Hospital address | Doctor's address

    _____ | _____

    _____ | _____

15. A mimeographed schedule listing the date, time, and subject area to be covered should be prepared for each participant in the second Institute. A memo should be prepared explaining the importance of home study prior to the second Institute. The memo should include times and dates of any tests which the master teachers plan to administer.

    Team member responsible_____

16. When the instructional material for the second Institute arrives at the local office,

    a. The material should be divided into kits for each participant. The material to be included in each instructional kit is listed in Section I of Appendix B.

    b. The schedule and memo of Item 15 should be included in the kits.

    c. Arrangements should be made to deliver the kits to the participants. The master team could notify the participants by phone that the kits should be picked up at (address)_____

on (date)_____between_____o'clock and _____o'clock. An alternative method of delivery would involve using the master teachers as mailmen.

Team member responsible_____

17. The news releases in Appendix C should be filled in with the proper information and issued to the local School District Public Information Officer who will arrange for their release.

Team member responsible_____

18. Prepare a time schedule of media presentations to be used. Detail which presentations will be run by the SWCEL technician and which will be presented by the teacher. The schedule should detail the following information:

a. Person running equipment

b. Title of presentation

c. Approximate length of presentation

d. Date, time and place of presentation

Team member responsible_____

19. A schedule of room assignments should be prepared for OLP micro-teaching. The participants of the second Institute should be divided into four groups, one group to a room. The following format can be used. This schedule should be mimeographed and given to each participant. Additional copies should be posted in each room. The aide should be given a copy so that she knows where the children are at all times.

Team member responsible_____

ROOM AND OLP ASSIGNMENTS

Room I. (Location)_____

A. Supervisor: Master teacher_____

B. Teachers responsible for OLP lessons and teaching times.

Instructees	Teach Time	Reteach Time	Teach Time
1. _____	OLP 1, _____	OLP 1, _____	OLP 6, _____
2. _____	OLP 2, _____	OLP 2, _____	OLP 7, _____
3. _____	OLP 3, _____	OLP 3, _____	OLP 8, _____
4. _____	OLP 4, _____	OLP 4, _____	OLP 9, _____
5. _____	OLP 5, _____	OLP 5, _____	OLP 10, _____

C. Children:

Group A	Group B
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Room II (Location)_____

A. Supervisor: Master teacher_____

B. Teachers responsible for OLP lessons and teaching times.

Instructees	Teach time	Reteach Time	Teach Time
1. _____	OLP 1, _____	OLP 1, _____	OLP 6, _____
2. _____	OLP 2, _____	OLP 2, _____	OLP 7, _____
3. _____	OLP 3, _____	OLP 3, _____	OLP 8, _____
4. _____	OLP 4, _____	OLP 4, _____	OLP 9, _____
5. _____	OLP 5, _____	OLP 5, _____	OLP 10, _____

C. Children:

Group C	Group D
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Room III (Location)_____

A. Supervisor: Master teacher_____

B. Teacher responsible for OLP lessons and teaching times.

	Instructees	Teach Time	Reteach Time	Teach Time
1.	_____	OLP 1, _____	OLP 1, _____	OLP 6, _____
2.	_____	OLP 2, _____	OLP 2, _____	OLP 7, _____
3.	_____	OLP 3, _____	OLP 3, _____	OLP 8, _____
4.	_____	OLP 4, _____	OLP 4, _____	OLP 9. _____
5.	_____	OLP 5, _____	OLP 5, _____	OLP 10. _____

C. Children:

Group E	Group F
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Room IV (Location)_____

A. Supervisor: Master teacher_____

B. Teacher responsible for OLP lessons and teaching times.

	Instructees	Teach Time	Reteach Time	Teach Time
1.	_____	OLP 1, _____	OLP 1, _____	OLP 6, _____
2.	_____	OLP 2, _____	OLP 2, _____	OLP 7, _____
3.	_____	OLP 3, _____	OLP 3, _____	OLP 8, _____
4.	_____	OLP 4, _____	OLP 4, _____	OLP 9, _____
5.	_____	OLP 5, _____	OLP 5, _____	OLP 10, _____

C. Children:

Group G.	Group H
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Team member responsible_____

20. A team member should be responsible for coordinating and conducting the introductory session and the final session of the second Institute.

    Team member assigned _____

21. At a group meeting, the team should construct a questionnaire, instrument or other procedure which will provide feedback from the instructees concerning the program of the second Institute.

    Team member responsible _____

22. These instruments should be administered early during the Insitute II.

    Team member responsible _____

23. The team should specify and implement an evaluation plan for the second Institute.

    Team member responsible _____

24. With the assistance of the local office a suggested schedule should be prepared for the biweekly inservice Training Centers:

    a. The site chosen should be either the school in which a majority of the demonstration centers are located or a round robin with each school having a demonstration center, hosting the meetings in rotation.

    b. The sessions should be scheduled every other week on the same week day. The sessions should be scheduled to commence at an hour which will allow time for each teacher to arrive.

    c. A schedule of the dates, times and/or locations should be mimeographed for distribution to every teacher, principal, State Department of Education Consultants, local district office and SWCEL Program member involved in the SWCEL Integrated Plan.

d. Suggestions may be submitted to the local office on program scope and content.

e. Attendance at all meetings should be strongly urged.

Team member responsible _____

25. A completed copy of this checklist should be sent to Dr. Seaberg one week prior to the start of the second Institute.

OPERATIONAL

1. Each day the following tasks should be performed.

a. Building opened by _____a.m. and closed by _____p.m.

Team member responsible _____

b. All rooms and lavatories checked for neatness.

Team member responsible _____

c. Team should meet prior to 8:30 for final check of day's schedule.

d. If coffee and refreshments are to be served, a team member _____ _____ should see that coffee is made and refreshments ready at the designated time.

2. First Day

a. Room assignment schedules and other documents should be available for distribution.

Team member responsible _____

b. Team member responsible for opening remarks should be prepared to introduce and allow a local school administrator to address introductory remarks, if the occasion arises.

Team member responsible _____

c. A team member should procure and distribute forms necessary for teachers to receive stipends.

Team member responsible _____

d. A team member should be responsible for coordinating with Media Technician from SWCEL on the presentations.

Team member responsible _____

3. Last Day

a. A team member, _____, on behalf of all participants should write a Thank You note to the principal whose school was used.

b. All excess materials and borrowed equipment should be returned to the proper authorities, e.g., keys, furniture, books, etc.

Team member responsible _____

c. A team member, _____,should address closing remarks to the participants of the Institute, discussing evaluation, demonstration centers and inservice training sessions.

SUGGESTED SCHEDULE FOR INSTITUTE II

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	WELCOME Remarks -- Film "SWCEL Story" Master Teacher _____	OLP Micro-teaching All 4 M.T.	OLP Micro-teaching All 4 M.T.	OLP Micro-teaching All 4 M.T.	OLP Micro-teaching All 4 M.T.
9:30	Pre-testing SWCEL Staff				
10:00	OLP - Film "Starting English Early" - Lecture				Post-testing SWCEL Staff
11:00	Video-tape of Pre-Lessons Meet Children M.T._____	OLP - Discussion and OLP practice All 4 M.T.	OLP - Discussion and OLP practice All 4 M.T.		Classroom Manageme Discussion M.T._____
12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00	OLP - Practice teach OLP with instructees All 4 "	CULTURAL SENSITIVITY FILM "4 Families - Part I" Discussion M.T._____	BEHAVIORAL OBJECTIVES Slide - Tape Lecture M.T._____	READING Lecture - Discussion M.T._____	CLASSROOM MANAGEME Discussion M.T._____
2:00	ETHNO-PEDAGOGY Slides - Cultural Film "Family Life of the Navajo" M.T._____	CULTURAL SENSITIVITY "What is Culture Shock?" M.T._____	BEHAVIORAL OBJECTIVES Discussion M.T._____	READING Lecture Discussion M.T._____	CLASSROOM MANAGEME Discussion M.T._____
3:00	ETHNO-PEDAGOGY Slides - Cultural Dynamics, Film "So That Men Are Free" M.T._____	CULTURAL SENSITIVITY Discussion M.T._____	CLASSROOM MANAGEMENT Lecture and Discus- sion M.T._____	READING Lecture -Discussion M.T._____	Farewell - Brief on In-Service sess M.T._____
4:00	HOME VARIABLES Discussions M.T._____				

APPENDIX B

SECTION I

TENTATIVE LIST OF MANUALS AND MATERIALS FOR INSTITUTE II

Oral Language Program

20 Teachers Manual to Accompany the Oral Language Program.

20 Pre-Lessons for use with an Oral Language Program

20 each of six books of Oral Language Program Lessons

Samples of Rating Forms

Ethno-Pedagogy

20 Ethno-Pedagogy: A Manual in Cultural Sensitivity with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns

Behavioral Objectives

20 Classroom Strategies: Behavioral Objectives

20 Preparing Instructional Objectives, Robert Mager

20 Pre-tests on Behavioral Objectives (plus key)

20 Post-tests on Behavioral Objective (plus key)

Cultural Sensitivity and Home Variables

20 Classroom Strategies: Cultural and Learning Styles

20 You, the Stranger: Participant-Observer Guide

Classroom Management

20 Classroom Strategies: Classroom Management Systems

Reading

20 sets of mimeographed articles and bibliographies

Evaluation

20 Attitudinal Tests (Accompanying each instructional kit should be a copy of this test which is to be completed and returned to the master team on the opening day of the Institute.)

APPENDIX B

SECTION II

TENTATIVE LIST OF MEDIA AVAILABLE FOR THE SECOND INSTITUTE

Films

"Oh Them Watermelons"

"Family Life of the Navajo Indians"

"Piagets Developmental Theory" Parts I and II

"Starting English Early"

"So That Men Are Free"

"Four Families" Part I

Westinghouse Film on Contingency Management

Wilson Film--"Using UCLA-OLP with Indians"

"Entry Skills"

"Correlated Reinforcements"

Module B--"Large Step, Large Reward--Small Step, Small Reward"

Video-tape of Accelerated Math

Slides and Slide Tapes

"Buffy St. Marie"

"Desert Soliloquy"

"SWCEL Story"

Ethno-pedagogy Slide Presentations

APPENDIX B

SECTION III

TENTATIVE LIST OF OLP MATERIALS FOR LESSONS 1-10

The Laboratory will supply four sets of the following OLP materials in the quantities stated. The amount of material supplied in each kit is based on a micro-teaching unit of six children. Since the recommended number of shildren to be used in micro-teaching the first five lessons is three, each room will be supplied with double the necessary equipment.

The fruits will be supplied as cutouts, a more realistic effect could be obtained if real fruit were used. The one item which the master team are asked to procure are 28 boxes for Lesson 9. Shoe-boxes would be ideal, one method of obtaining them would be to request the donation of boxes by local shoe stores.

Lesson 1	None	
Lesson 2	Six of each:	books pencils
	Twelve of each:	pieces of paper pieces of chalk
Lesson 3	Two of each:	books pencils
	Four of each:	pieces of paper pieces of chalk

Lesson 4	Two of each:	books pencils
	Four of each:	pieces of paper pieces of chalk
	Two:	puppets
Lesson 5	Two of each:	books pencils
	Two of each:	balls apples oranges
	Four of each:	pieces of paper pieces of chalk
Lesson 6	One for each pupil and yourself: Total of 7	oranges apples balls paper chalk pencils
	Two:	puppets
Lesson 7	Two of each:	pencils oranges apples books balls bananas erasers
	Two:	puppets
	One:	paper sack
Lesson 8	Two of each:	pencils books oranges apples balls puppets

Lesson 9	One of each:	banana book eraser apple
	One for each pupil: Total of 7	airplane doll box
	Two:	puppets
Lesson 10	One of each:	eraser banana orange apple doll airplane box book
	One for each pupil: Total of 7	pencil
	Two:	puppets

APPENDIX C

SKELETON NEWS RELEASE

NEWS RELEASE

(name and address of school district)

FOR IMMEDIATE RELEASE

Twenty (insert name of district) teachers begin an intensive, one-week training program here starting (insert date) aimed at teaching several hundred (insert name of town) school children to speak a more standardized English beginning next fall.

The workshop, sponsored by the (insert name of district) in connection with the Southwestern Cooperative Educational Laboratory of Albuquerque, is designed to convey details of a new Oral Language Program developed, in part, by the Laboratory.

Four (insert name of district) "master teachers", who underwent two weeks of instruction at SWCEL in Albuquerque, will serve as instructors for the workshop here, said (insert name and title of appropriate district "contact" official).

The (insert district name) "master teachers," all veterans of the classroom, are (list district master teachers and schools and addresses, if desired).

(More)

Institute 2-2-2

The 20 teachers enrolled for the workshop are (list names, schools and addresses, if desired. This listing should occupy two, possibly three paragraphs)

"What we're trying to do with this workshop," said (insert name of one master teacher or district official,)"is to disseminate and implement strategies and materials that will improve the teaching of language skills to pre-school and primary children from cultural backgrounds different from the so-called middle majority."

Major points to be covered in the workshop here include making teachers aware of the effects of diverse cultural backgrounds on English language learning, and acquainting the participants with new ways to teach English as a second language.

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